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instructor: Christine Henry
course title: Diversity in Preservation
institution: University of Mary Washington
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UNIVERSITY OF MARY WASHINGTON
DEPARTMENT OF HISTORIC PRESERVATION
HISP 471-A3: Diversity in Preservation
FALL 2020

11:00am – 12:15pm TTh Hybrid Combs #012/online

Instructor:	Professor Christine Henry	Drop-in Zoom office hours:	M, W, F: 2pm—3pm
Office:	Combs 134		TR: 9:30-10:30am
Phone:	540-654-1313 (voice mail)		
e-mail:	chenry5@umw.edu		and by appointment

COURSE DESCRIPTION

This course is a seminar that explores historic preservation as it is practiced in the United States in the early 21st century and a look into the future directions the field may take. As a discipline, historic preservation has evolved a great deal since its inception as a grass-roots movement in the mid-19th century, and yet is still evolving to become more inclusive of the breadth of American society. Students will critically analyze what kinds of buildings and sites are preserved, what methods and ideas are used to preserve these structures, and what people's stories are told through interpretation of the sites.

Through readings, lectures, research, and in-depth discussion of current and classic scholarship, this course explores diversity of *voices, places, and methods* in historic preservation.

COURSE OBJECTIVES

- Develop an understanding of the foundational ideas of historic preservation practice and analyze how these practices have led to a historic record that many feel does not adequately represent the diversity of our population and experience.
- Explore new theoretical and methodological approaches to historic preservation and develop the ability to think critically about these practices.
- Foster creative thinking skills.
- Develop ability to read critically.
- Develop ability to work collaboratively, incorporating ideas and suggestions into discussions and final writing projects.

REQUIRED TEXTS

Hayden, Dolores. *The Power of Place: Urban Landscapes as Public History*. Cambridge: MIT Press, 1997. E-book available in Simpson Library

Page, Max and Marla Miller, editors. *Bending the Future: 50 ideas for the next 50 years of historic preservation in the United States*. Amherst: University of Massachusetts Press, 2016.

Readings not found in your required text or distributed in class will be posted online through canvas.

INSTRUCTOR POLICIES

MMDC--Monitoring, Masking, Distancing, Cleaning

All students are expected to adhere to the following policies and expectations to mitigate risk and support the health and safety of the UMW community

Self-Monitoring: all UMW students, faculty, and staff must self-monitor their health status and attest daily in **Eagle Health Survey**. Students should refrain from attending class and other on-campus events if they feel ill and are encouraged to seek appropriate medical attention for treatment of illness. Should you need to be absent from class due to illness, please inform the instructor so that a plan for making up missed work can be developed.

Face Coverings: face coverings which cover both the nose and mouth must be worn by all students, faculty, and staff, (except for those students with authorized exceptions granted by the Office of Disability Resources), and are required in all classrooms/lab/studios at all times, as well as inside buildings when in the company of others. **If a student does not have a mask or appropriate face covering, or an authorized exception, that student will not be permitted in class.** Masks are available at the University Center Information Desk and the Parking Desk in Lee Hall. See UMW's Face Covering Policy for face covering guidelines. Students should contact the Office of Disability Resources for approved exceptions to the face covering requirement.

Physical distancing: all classrooms, labs, studios and any other instructional areas are configured to provide appropriate physical distancing and have established occupancy limits; students **MUST** adhere to the physical distancing configuration of the classroom/lab/studio and not exceed the occupancy limits of the space at any time.

Self-Cleaning: students and faculty are expected to wipe down their work/seating areas when entering the instructional space and upon leaving; cleaning and disinfecting products such as sanitizing wipes are present in all classroom and meeting spaces, and throughout UMW buildings to support self-cleaning. The time between classes has been increased to 20 minutes to permit self-cleaning of learning spaces.

No food is permitted in classrooms and other instructional areas; drinks permitted in closed containers only and not in areas where expressly prohibited.

Failure to comply with UMW policies and expectations for face coverings, physical distancing, self-cleaning, and monitoring requirements will result in disciplinary action consistent with the Student Code of Conduct.

Honor Code

All graded work is bound by the provisions of the Honor Code and must be pledged, signed, and dated. You can find out more about the Honor Code [here](#).

Office of Disability Resources

The [Office of Disability Resources](#) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.

Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender-based discrimination, we encourage you to report it. ***While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.*** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

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Resources

On-Campus Stefanie Lucas-Waverly, M.S.
Title IX Coordinator
Office of Title IX
Fairfax House
540-654-5656
slucaswa@umw.edu

Crystal Rawls
Title IX Deputy for Students
Assistant Director for Student
Activities
540-654-1801
crawls@umw.edu

Confidential Resources

Talley Center for Counseling Services
Lee Hall Room 106
540-654-1053

Student Health Center
Lee Hall 112
540-654-1040

Off-Campus

Empowerhouse
24-hour hotline: 540-373-9373

Rappahannock Council Against
Sexual Assault (RCASA)
24-hour hotline: 540-371-1666

Written Assignments: In an effort to safeguard the environment, all written homework assignments (except where noted) are to be submitted either in PDF format. No other formats are accepted. Instructions to PDF a document are available [here](#). Assignments are due by the beginning of class unless otherwise specified and are to be submitted via Canvas. **Late submissions will be marked down ten points per day.** Spelling, grammar, and punctuation errors will reduce the overall grade on assignments, so students are strongly encouraged to proofread carefully and not rely solely on computer spelling/grammar checkers! Students are also encouraged to take advantage of the [Writing Center](#)'s assistance prior to submitting assignments.

Preparation, Participation, & Behavior: Keeping up with readings and assignments, participating in class, and interacting with classmates/teammates in a respectful manner will enrich the learning experience for everyone. Participation will count toward a substantial portion of your final grade. When you are absent from class, you are responsible for getting notes, watching any recorded lectures, and keeping up with the work. Communication is the most important part of being in a classroom community. Please [email](#) me when you are absent--preferably before class if possible--to ensure that I am aware of the situation, can get you any resources if necessary, and that you stay on track with the class. Students are expected to display civil and respectful behavior during class. Cell phones must be silenced in class sessions, and laptops may only be used if used in a non-disrupting manner (no instant messaging, games, or sound). Violators will be referred to the Office of Judicial Affairs.

Grading Scale

Letter Grade	GPA	Percentile
A	4	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3	83-86%
B-	2.7	80-82%
C+	2.3	77-79%
C	2	73-76%
C-	1.7	70-72%
D+	1.3	67-69%
D	1	60-66%
F	0	<60%

A mid-semester report of unsatisfactory (U) will be reported if a student has a C- or below in the course at the time reports are submitted.

Course Assignments

Each Assignment will be discussed in class in more detail, with instruction, deadlines, and rubrics. Below is a brief description of assignment.

Class Participation	All Semester -active contribution to discussion and to group assignments; class contract will be developed collaboratively to determine basis for evaluation and community ground rules.	10%
Assignment 1	Personal Essay— September 8 ; students will write short essay on the impact on them as preservationists of a site that interprets an underrepresented story (or one that should and does not interpret that story)	10%
Assignment 2	Creative Media or Interpretation Methods— September 17 ; research and create new methods for presenting interpretation, with particular emphasis on engaging children or young adults	10%
Assignment 3	Discussion Leadership—we will have small group discussions (3 people) for 4 topics during the semester. Each student will have an opportunity to lead a small group discussion. First you will have to find an article that relates to the topic which is posted to the discussion board for the class to read. Then you will prepare questions for leading discussion. Finally, you will write an essay reflecting on your discussion leadership experience. Deadlines vary: discussions scheduled October 15, 22, 29 and November 12 (see Course Schedule) 10% for article and questions 10% for reflective essay	20%
Assignment 4	1 st Draft— October 8 ; preliminary interpretation of sites for trail	10%
Assignment 5	Personal Essay—students will write a short reflection on one of the guest speakers (or comparing two if preferred); deadlines vary, but no later than November 10	10%
Assignment 6	2 nd Draft— November 19 ; sites finalized, activity developed, and deeper historical research	10%
Assignment 7	Group Presentation— Posted December 3 ; student groups will present their interpretive ideas to the class	10%
Assignment 8	Final Project— Tuesday, December 8 at 12noon ; final research and interpretative analysis.	10%
Total		100%

Course Schedule

Week 1 Intro to class Discussion of semester project: Civil Rights Trail	August 25 All Students Remote through Sept 8	Course Introduction, Review of Syllabus, Student Interest Survey Reading: Wells, "Reading Critically"
	August 27	Guest Speakers: Christopher Williams, Assistant Director James Farmer Multicultural Center, UMW and Victoria Matthews, Tourism Sales Manager, Dept of Economic Development and Tourism, City of Fredericksburg
Week 2 Preservationist Approach	September 1	Lecture: History of Preservation Movement Reading: Page, "Beyond Pretty Buildings"; Page and Miller, in <i>Bending the Future</i> , Introduction p.1-43
	September 3	Lecture: Identity and the Built Environment Reading: Hayden, chapters 1 & 2; Brown in <i>Bending the Future</i> "A Preservation Movement for All Americans" p. 57
Week 3 Local Preservation Issues: The Slave Auction Block	September 8	Guest Speaker: Lindsey Crawford, Public Programs Coordinator, James Monroe Museum and UMW alumnae Reading: City of Fredericksburg page on Slave Auction Block and Sites of Conscience reports: Phase One and Phase three Final report Assignment 1 due
	September 10	CLASS CANCELLED-CAMPUS MOVE-IN DAY
Week 4 Social Justice on the Landscape	September 15 All Students Remote	Guest Speaker: Jervis Hairston, historian
	September 17	Reading: Hayden Epilogue; Foote ch. 9; Allen, in <i>Bending the Future</i> "What Historic Preservation Can Learn from Ferguson" p. 44 Assignment 2 due
Week 5 Inclusive Preservation Narratives	September 22	Reading: Li in <i>Bending the Future</i> "Whose History, Whose Memory? A Culturally Sensitive Narrative Approach" p. 136; Sorkin in <i>Bending the Future</i> "Preserving People" p.223 and Mason "Values Centered Preservation"
	September 24 All Students Remote	Guest Speaker: Catherine Fleming Bruce Reading: Bruce <i>The Sustainers</i> , p. 37-42, 88-108, 151-167 Listen to podcast or read transcript :
Week 6 The Fabric of Preservation: Tangible and Intangible Heritage	September 29 All Students Remote	Guest Speakers: Kelly Spradley-Kurowski, PhD, Porsha Dossie, and Ridasian Moore; African American Civil Rights Network, NPS
	October 1	Reading: Basic Text of 2003 Convention for the Safeguarding of Intangible Heritage—skim, but pay attention to definitions, structure, UNESCO publication; and UNESCO website and Skim "Register of Best Safeguarding Practices" UNESCO publication

Week 7 Tools of Preservation	October 6	Lecture: NHPA, Historic Districts and the future Reading: Dongoske and Pasqual, "Steps Toward Decolonizing the National Historic Preservation Act" in <i>Bending the Future</i> p. 67; Bluestone, "Dislodging the Curatorial" in <i>Bending the Future</i> p. 53 and Sprinkle "Integrity and Authenticity"
	October 8	In class debate: The Future of the National Register King "Repeal the National Historic Preservation Act" p. 128; Longstreth "Preservation toward Conservation" p. 144; and Sprinkle "To Expand and Maintain a National Register of Historic Places" p.231 (all in <i>Bending the Future</i>) Assignment 4 due
Week 8 Latinx Identity and Preservation	October 13	Reading: Hayden ch. 8; Gould in <i>Bending the Future</i> "Latinos in Heritage Conservation" p. 88 and Latino Core Essay in NPS theme studies
	October 15	Reading: Discussion Leaders to provide by Sunday, October 11 at 5pm
Week 9 (dis)Ability and Preservation	October 20	Reading: Preservation Brief 32; CRM v14n3 "Preserving the Past and Making it Accessible to Everyone: How Easy a Task?" And 2 articles about the Virginia's Executive Mansion Richmond Times-Dispatch article Paralyzed Veterans of America article
	October 22	Reading: Discussion Leaders to provide by Sunday, October 18 at 5pm
Week 10 Gender Identity, Sexual Identity, and Preservation	October 27	Reading: Springate, Chapter 2 "Introduction to the LGBTQ Heritage Initiative Theme Study" McClellan, in <i>Bending the Future</i> "Did Martha Washington Sleep Here?" p. 166; and NCWHS principles of women's history at sites
	October 29	Reading: Discussion Leaders to provide by Sunday, October 25 at 5pm
Week 11	November 3	CLASS CANCELLED-ELECTION DAY Exercise your right to vote! People=Power
	November 5 All Students Remote	Guest Speaker: Free Harris, Independent historian and historic preservation consultant with expertise in diversity issues in historic preservation, historic interpretations, as well as audience and board development with historic sites, non-profit organizations and academic institutions.
Week 12 Asian and Pacific Islander Identity and Preservation	November 10	Reading: Odo "Race and Historic Preservation" p. 184; NPS Asian and Pacific Islander theme study read intro essay ; and Hayden, Chapter 9 Assignment 5 due
	November 12	Reading: Discussion Leaders to provide by Sunday, November 8 at 5pm

Week 13 Preservation, Conservation, and Gentrification	November 17	Reading: Brown-Saracino, "Preserving Social Character and Navigating Preservation Divides" p.62; Graves "The Necessity of Interpretation p. 93; Mayes "Changing the Paradigm from Demolition to Reuse..." p. 162 (all in in <i>Bending the Future</i>)
	November 19	Reading: Sánchez, "Preservationists Must be Anti-Gentrification Activists" p. 214; Osman, "Preserving the History of Gentrification" p. 189; Podcasts: Us & Them, Gentrification (or that Kumbaya moment) Out of the Blocks, Atlanta, West End, Part 2: The Crossroads Assignment 6 due
Week 14	November 24	THANKSGIVING BREAK
	November 26	THANKSGIVING BREAK
Week 15 Inclusiveness in the Profession	December 1 All Students Remote	Reading: Dubrow in <i>Bending the Future</i> "From Minority to Majority" p. 72, and Wiley in <i>Bending the Future</i> "A Modern Day WPA" p.261
	December 3 All Students Remote	Reading: Fly, in <i>Bending the Future</i> "Historic Preservation: Diversity in Practice and Stewardship" p. 83; and ACHP inclusiveness initiative , go to section titled "These are the Preservationists in your Neighborhood", and then choose 3 profiles to read and discuss in class Assignment 7 due
Final Exam Week	December 8 All Students Remote	Final paper=Assignment 8 due by 12noon